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ENGLISH 10
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INTERIM COURSE FOR ENGLISH 10

The content of this course comprises language and literature in the proportion of sixty per cent language and forty per cent literature: it is intended, however, that the course be treated as a unit.

Course Materials

McMaster and McMaster: CREATIVE COMPOSITION
Gray, Hach, Meade, and Waddell: ENGLISH FOR TODAY 10, Longmans
A suitable dictionary
Corbin, Perrin and Buxton: GUIDE TO MODERN ENGLISH, Gage
OR Scargill: AN ENGLISH HANDBOOK, Longmans (Use of a handbook is optional.)
Boyd, ed. CREATIVE LIVING, Book Four, Gage

Additional material used to meet the special needs of a student group (e.g. selections from anthologies, periodicals, newspapers, pamphlets, recordings, tapes, radio and television plays).

Course Content

The order of the topics given below is not mandatory and may be changed by any teacher for justifiable reasons, but teachers are reminded that students transferring from one school to another may experience considerable difficulty if the changes made are very extensive.

A. Language Content of the Course

Text: McMaster and McMaster: CREATIVE COMPOSITION

1. Chapter XII Develop Ideas for Your Reader

   (a) Picture the events
   (b) Outline the steps
   (c) Give descriptive details
   (d) Use statistical details
   (e) Define terms
   (f) Give illustrations or examples
   (g) Make a comparison
   (h) Show a contrast
   (i) Use repetition effectively
   (j) Explain cause or effect

2. Chapter XIII Build a Supply of Words

   (a) Use your dictionary intelligently
   (b) Build your vocabulary by means of word families
   (c) Build your vacabulary by means of synonyms, antonyms, and homonyms
   (d) Build your vocabulary by means of prefixes, roots and suffixes

(e) Do not misuse words
(f) Do not mis-spell words
(g) Study the defining of words to gain clarity and exactness
(h) Study the denotation, connotation, and sound of words to gain effectiveness
(i) Write a precis 1
(j) Write a precis 2
(k) Write a precis 3
(l) Write a precis 4

3. Chapter XIV Improve Your Sentences

(a) Vary the structure of your sentences
(b) Use gerunds and infinitives correctly
(c) Use participles to secure variety and force
(d) Express parallel thoughts in parallel form
(e) Please your reader by writing numbers properly
(f) Please your reader by using abbreviations correctly

4. Chapter XVI Learn to Speak Effectively

(a) Improve your voice and manner
(b) Improve your conversation
(c) Discuss intelligently
(d) Learn how to prepare a speech
(e) Learn to speak without formal preparation

5. Chapter XIX Write Creative Letters

(a) Write natural, vivid, interesting, friendly letters
(b) Write comforting letters of sympathy
(c) Write correct formal and informal invitations and replies
(d) Write sincere, pleasant, enthusiastic letters of gratitude
(e) Write clear, concise, exact telegrams, cablegrams, day letters, and night letters
(f) Write effective letters of application
(g) Write clear, courteous, concise, correct, dignified business letters of complaint, request, order, inquiry, information, and instruction

OR

Text: Gray, Hach, Meade and Waddell: ENGLISH FOR TODAY 10

1. Chapter 3 Building Paragraphs

(a) Topic sentences
(b) Ways to develop paragraphs (details, contrasts, reasons, examples, restatement)
(c) Unity, coherence and emphasis

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2. Chapter 5 Improving Your Listening and Speaking

   (a) Improving classroom speech
   (b) Improving listening
   (c) Effective listening
   (d) Note taking
   (e) Voice improvement
   (f) Mechanics of speech
   (g) Characteristics of a good voice
   (h) Choric speech
   (i) Special speeches (welcome, response, introduction, nomination, announcement)
   (j) Discussion (single-leader, panel)

3. Chapter 6 Using the Dictionary

   (a) Finding words quickly
   (b) Pronouncing words correctly (Use of diacritical marks)
   (c) Dividing words into syllables
   (d) Accenting the correct syllable
   (e) Preferred pronunciation (divided usage)
   (f) Preferred spelling (divided usage)
   (g) Hyphenating
   (h) Obtaining the exact meaning
   (i) Confusing of similar words
   (j) Synonyms and antonyms
   (k) Parts of speech (abbreviations used in dictionaries)
   (l) Derivation of words

4. Chapter 7 Writing Description

   (a) Sharpening the senses
   (b) Kinds of description (practical, artistic)
   (c) Planning the description
   (d) Point of view (physical, mental)
   (e) Singleness of impression
   (f) Fundamental image
   (g) Selection of details
   (h) The outline
   (i) Selection of appropriate language
   (j) Vigorous words
   (k) Specific words
   (l) Use of adjectives and adverbs
   (m) Figures of speech (simile, metaphor, personification)

5. Chapter 8 Writing Social Letters

   (a) Appearance of letter
   (b) Parts of the letter
   (c) Folding letters
   (d) Special letters (appreciation, gratitude, congratulation, request, introduction, sympathy)
   (e) Formal invitations

Other chapters in the text should be used at the teacher's discretion, depending upon the needs and abilities of the students.

B. Literature Content of the Course

Text: CREATIVE LIVING, Book Four (an anthology of poems, essays, short stories and plays) is organized into thematic units under the following headings:

Unit I - The Individual
Unit II - Humanity
Unit III - Love and Affection
Unit IV - Appreciation
Unit V - Creative Living

The following analysis of the content indicates the variety of offerings the text provides for the teacher; the figure in parenthesis indicates the number of selections for the category.

1. Type - Short story (33), character sketch (5), biography (3), anecdote (9), essay (12), various prose (7), play (1), radio play (1), sonnet (11), lyric (28), ode (4), elegy (8), epic (3), ballad (7), various poems (39), others.

2. Region - Anywhere (64), U.S.A. (14), Southeast U.S.A. (3), New England (6), North America (4), South America (2), Middle East (4), England (21), Wales (2), Scotland (5), Russia (3), China (2), India (2), Germany (2), Canada (26), Italy (2), others.

3. Chronology - 20th century (121), 19th century (28), 18th century (2), 17th century (5), 16th century (4), Medieval (5), B.C. (7).

Study of the short story in some detail:

(a) purpose or theme
(b) structure
(c) characters

Although all types of literature should be included in the course (essay, short story, poetry and drama), the limitation of time makes it impossible to cover all of the selections in the text. The teacher should choose those selections which best meet the needs and interests of his class.

Memory Work

Seventy-five to one hundred lines. A portion of the poetry required should be selected by the student.

C. Grammar

A review of Grade IX grammar with emphasis on the application of grammatical principles to English composition.

D. Improvement of Spelling

Remedial or developmental spelling in terms of individual and group needs. (Teacher's Reference: Bowden: BASIC SPELLER, Macmillan).

E. Leisure Reading

The reading of five to seven books per year is considered a reasonable goal for the average student. These books may be chosen by the student from the prescribed list, or they may be books considered acceptable by the teacher. Teacher's Reference: T.W. Martin: GUIDEBOOK FOR CREATIVE LIVING, Four, Gage.

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